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MATH HISTORY QUESTION EXERCISE ONE

My last math course was (course, year, and school):

I would say that my experience in that course was:

A math course I especially remember was:

It was memorable because:

When I take my math placement test, I expect:

Or

When I took my math placement test, I experienced:

When I have to do arithmetic without a calculator, I feel:

When I think about using an advanced scientific or graphing calculator, I feel:

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MATH HISTORY QUESTION EXERCISE TWO

On a scale of 1 to 5, my feeling about math is:

(Hate math! | 1 | 2 | 3 | 4 | 5 | Love math—my favorite subject!)

A good experience I had learning or doing math was:

I especially didn't like my math class when:

Ways I avoid math include:

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MATH HISTORY QUESTION EXERCISE THREE

My math education was disrupted when I *(changed schools, had a substitute teacher, missed school because of illness, etc.)*:

The effect on my learning math was:

Math is required in my career field or for my degree because:

The major things that compete for my time are (list as many as you need to):

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MATH HISTORY QUESTION EXERCISE FOUR

If you are currently in a math course:

I think my course is: Too high ____ About right ____ Too low _____

If you are getting ready for a math course:

Three things I can do to decide what course to take are:

(Don't worry if you can't think of three – you'll get ideas later.)

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MATH HISTORY QUESTION EXERCISE FIVE

Three or four things I do to prepare for a math test are:

The one thing I do to prepare for tests (not just math tests) that makes the biggest difference for me is:

The physical and/or emotional symptoms or worry thoughts that distract me before and during math tests are:

My brain just froze when I took the math test in:

(a test in a course, a placement test, or a test like an SAT)

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SUMMARIZE YOUR MATH HISTORY

Now, using your answers on the questionnaire as data, write two or three short paragraphs about the parts of your math history that influence your attitudes and expectations today. This is what you would tell the other students if you were at the table. Begin by summarizing your math background. Then describe some of your positive and negative math experiences and how you feel about yourself as a “learner of math.” You might want to include:

- How you feel about taking a math course today.
- How your math history is influencing you today.
- Beliefs about your limits as a math student that are holding you back.
- A time you went off track in math and why. Perhaps you changed schools, had distracting personal issues, or had a teacher you didn't think was good or that you didn't get along with.
- A topic (or *two*) that's a trouble spot for you. Fractions, negative numbers, graphing, functions, word problems, and tests are common trouble spots.
- Any other thoughts you have about math or your math background.

GET MOTIVATED TO SUCCEED AT MATH — KNOW YOUR REAL GOAL!

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A goal I really want to achieve is:

EXAMPLE: A goal I really want to achieve is to be a Medical Coder.

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To achieve that goal, I need:

EXAMPLE: To achieve that goal I need to pass the Certified Professional Coder Examination. To be eligible to take that exam, I have to complete a Medical Coding Certificate like the one offered at my community college.

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Being successful at math means I will:

EXAMPLE: Being successful at math means I will pass the math prerequisite, for example, the college's "Arithmetic" course, to enter their Medical Coding Certificate program.

Slide 4.8

Starting today with this Webshop, every step I take to succeed at math—every course, study session, homework exercise, test—is really a step toward my goal of:

EXAMPLE: Starting today, with this Webshop, every step I take to succeed at math—every course, study session, homework exercise, test—is really a step toward my goal of being a Medical Coder.

COACHING SESSIONS

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“Do the math” for your academic schedule. Set it up like this:

Credit hours I plan to take: ____ x 2 = ____ minimum hours of study each week.

Divide this number by 7 to get the number of hours you would have to spend every day if you studied 7 days a week. Can you fit in this many hours of studying? Don't forget this is on top of going to class!

See if you can list a few things you'd be willing and able to spend less time on to get more time to study:

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Explore your experiences with math test anxiety by answering these questions:

- Have you ever taken a math test and wished you had prepared better or differently?
- What strategies have you found that work best for you to prepare for a math test?
- How do you respond when you come across a question on a test that you can't answer?
- What techniques have you used to try to avoid being anxious about a math test?
- Do you experience extreme or unmanageable anxiety related to math test taking? If you do, describe it.